DOCUMENT RESUME

ED 220 182 PS 012 967

AUTHOR Jasik, Lynn Sperber
TITLE On-the-Spot Workshop Seminar on Early Childhood Education in the Philippines: Report (Manila, Philippines, January 6-14, 1981).
INSTITUTION Mount Carmel International Training Centre for Community Development, Haifa (Israel).
PUB DATE Jan 81
NOTE 18p.; Light print, may not reproduce well.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Course Descriptions; Foreign Countries; *Inservice Teacher Education; Preschool Education: Program Descriptions; *Workshops
IDENTIFIERS *Philippines

ABSTRACT

The College of Education of the University of Santo Tomas and the Kapit-Bahay Community Center, Incorporated, approached the Israeli Embassy in Manila, Philippines, with a request for expertise in the area of early childhood. As a result of this request, the Mount Carmel International Training Centre, located in Haifa, Israel, submitted a proposal for a 2-week comprehensive pre-elementary personnel training course, which subsequently served as the basis for a 10-day on-the-spot seminar workshop that took place in January, 1981. This document includes a description of course development, participants, staff, background and rationale, objectives, and process, as well as a day-by-day description of activities. A brief discussion of course effectiveness is also included. (MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220182

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

R E P O R T

ON-THE-SPOT WORKSHOP SEMINAR

on

EARLY CHILDHOOD EDUCATION

in THE PHILIPPINES

6 - 14 January, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Senerman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

conducted by:
Dr. Lynne Sperber Jasik, The Hebrew University of Jerusalem
and
The College of Education, University of Santo Tomas, Manila

PS012967

HOUNT CARMEL INTERNATIONAL TRAINING CENTRE
FOR COMMUNITY SERVICES (MCTC)
12 David Pinsky Street
34361 Haifa - ISRAEL

ACKNOWLEDGEMENTS

The Mount Carmel International Training Centre and Dr. Lynne S. Jasik would like to express their appreciation to the officials and staff of the College of Education of the University of Santo Tomas (UST), the Kapit-Bahay Community Centre, and the Embassy of Israel, for their good will, consistent support, and efficient, gracious cooperation both prior to and throughout the course. A special word of gratitude for Dr. Lourdes J. Custodio, Dean of the College of Education, who worked indefatigably, and is the model of a facilitator *par excellence*.

SPONSORS

The Israel Association for International Cooperation

The Swedish-Haifa Committee

INTRODUCTION

The Mount Carmel International Training Centre for Community Services (MCTC), since its establishment in 1961, has assisted in the training of personnel from developing countries through courses, study programmes and seminars conducted in Haifa, Israel. In addition to these programmes, MCTC has responded to a need for on-the-spot courses in the countries of the participants, at the invitation of local authorities or institutions.

The College of Education of the University of Santo Tomas (UST) and the Kapit-Bahay Community Center, Incorporated, approached the Israel Embassy in Manila with a request for expertise in the area of early childhood education. They submitted a proposal for a two-week Comprehensive Pre-Elementary Training Course, which subsequently served as the basis for the On-the-spot Seminar Workshop that took place in January, 1981.

The course was held at the University of Santo Tomas which made available many services, including transportation, secretarial service, audio-visual, duplicating, and others, as the need arose.

In the end, the course was shorter than originally planned because of its timing during the holiday season.

* * *

THE PARTICIPANTS

Private and public schools received announcements of the course and were informed that they could exercise the option for a reserved space, which was limited to 25 participants. The course was quickly oversubscribed. There were 26 officially registered participants (page 15) most of whom had a college education, and several had masters degrees. The group consisted of classroom teachers, school principals, supervisory teachers, college instructors, a Ministry of Education supervisor, social and community workers.

THE STAFF

Dr. Lynne Jasik, an early childhood specialist from the Hebrew University of Jerusalem, Israel, coordinated and taught the course. There were no assisting local lecturers. However, the following staff of the University of Santo Tomas, members of the College of Education, and representatives of the Kapit-Bahay Community Center cooperated in a variety of ways, were generous with their time and skills and contributed immeasurably to the effectiveness of the course:

Minerva Gonzalez, Dr. Filomena F. Villar, Nenita D. Caralipio, Nenita T. dela Cruz, Nelia Deseo of UST; Bella Aurora G. Cipriano, Nanette Z. Dua, Sr. Mary Consuelo Ferrer, and RGS of Kapit-Bahay.

There was overall consistent support, supervision and direction from Dr. Lourdes J. Custodio, Dean of the College of Education. Dr. Custodio, Miss Cipriano, and Miss Dua have participated in courses and conferences in Israel at the Mount Carmel International Training Centre.

BACKGROUND AND RATIONALE

In the Philippines today, about one-fifth of the 43 million population are of preschool age. Statistics indicate that of those, only 36% are served by the combined sectors of the society, leaving a remaining 5 million unserved and unattended. Such a situation contributes to the existing gap between rich and poor, and the continuation of the cycle of poverty.

The link between economic development and early education was pointed out by the local agencies which had planned the course. Programmes benefitting children are not regarded merely as something to be followed in the wake of economic development, but rather, if properly planned and organized, as a means of evoking a better human response to productive opportunities, and to have a desirable impact on economic growth. Programmes for children thus become an essential instrument of economic development, and hence form an integral aspect of the strategy of economic growth.

The planners noted that in Asia, where other instruments for realizing the objective of distributive justice tend to be weak, programmes for children can help to bring about greater equality of opportunity among different classes. They believed that programmes for children should have a place in national plans because of the responsibility of society for those who are dependent. The problems of children are seen as part of the overall social and economic problems and are closely interconnected with problems of population, unemployment and distribution of resources.

It was pointed out that many of the social problems experienced by the people of the Philippines can be traced to a lack of wholesome socialization processes in early childhood. In poor families, where both parents must work, they are often forced to leave their children to persons who are not able to provide the kind of socialization processes that are conducive to the child's becoming a better person. The "culture of the street" becomes a danger to the social development of the preschool children.

For these reasons, the College of Education of the University of Santo Tomas, Manila, the Kapit-Bahay Community Center, Quezon City, and the Mount Carmel International Training Centre of Haifa, worked together to initiate a training programme for Early Childhood Education. It was hoped that this would serve as a model to evolve indigenous training for the socialization and education of the growing preschool population and that "through this project, a greater awareness of the importance of preschool education may be awakened in our people. This role of integrating the efforts of various sectors in the interest of children will be explored".

The project, according to the Filippino planners, "is consistent with the Decade of the Filipino Child Programme, which calls on the joint efforts of the various sectors to direct and develop programmes and services for the Filipino Child, our Greatest Human Resource".

ORIENTATION - PERSPECTIVE AND PREPARATION

In an attempt to develop a more personal understanding of the complexity of the Philippine society, its educational framework, and the social organization, there had been meetings with Philippine nationals who were currently studying both at the Mount Carmel International Training Centre in Haifa,

and the International Institute for Development and Cooperation in Tel Aviv. Both institutions are under the sponsorship of the Israel Association for International Cooperation. Optimally, a trainer should be enabled to spend some minimal time in the host country before the opening of any course.

The fact that just prior to the course an international conference on education (World Council on Curriculum and Instruction) was held in Tagaytay City, the Philippines, and that the trainer had a leadership role in the early childhood seminars, was of particular advantage. Philippine educators present at the conference included a cross section of the country's educational framework, from the Minister of Education and University faculty to practitioners and administrators in the schools. These individuals provided background information and professional insight about current needs, aspirations and problems related to the Philippine education scene.

The University of Santo Tomas is currently in the process of expanding its communications and audio-visual resources. Dr. Custodio, Dean of the UST College of Education, requested that a respresentative selection of appropriate visual resource materials be included in the workshops. To accommodate these expressed needs, a range of filmstrips, slides, cassettes, charts, display materials, professional articles and books were brought to the Philippines by the Israeli specialist. In addition, a sample of 'teacher-made' didactic learning materials were prepared at the Kohl Teachers' Center in Israel and especially for the workshop, to stimulate the course participants to develop their own ideas, and to create learning materials.

The Israel Information Centre in Jerusalem accommodated the request for overall information about Israel, and provided a quantity of posters, a sample packet of Israel-related information for each participant, a poster exhibit of life in the moshav and the kibbutz (cooperative and collective agricultural settlements) depicting home and family life and early education in these sectors of Israeli society, and also an aesthetic poster series which projected the philosophy behind the concrete service efforts of the Association for International Cooperation.

OBJECTIVES

The general objectives as defined by the sponsoring groups was to:

- assist in upgrading the competencies of preschool teachers
- develop awareness of the value of humanizing the curriculum for early childhood education

The expectation of the specific objectives was that at the close of the seminar-workshop, the participants would be better able to:

- identify materials suitable for preschoolers
- make a critique of existing curriculum materials
- prepare simple didactic materials suitable for preschoolers
- create simple curricular programmes based on local needs and conditions
- manifest interest in preparing curricula which would suit the needs of preschoolers

The sponsoring groups presented a detailed outline for an 8 a.m. to 5 p.m. ten-day programme. Their suggestions and focus were duly considered, and a detailed topical programme was submitted for their approval, along with a proposed format for integrating the key ideas into a plan of action and involvement which would provide participatory activities for the trainees.

PROCESS

The course was given in a large library room which is regularly used by the students in the University Laboratory School. Furniture was rearranged so that work- and learning-areas were created.

Available for the sessions was a range of audio-visual equipment: videotape, slide and filmstrip projectors and tape recorders. Most of the lectures were recorded on videotape in addition to special activities. An employee of the Audio-visual Laboratory of the College provided ongoing service throughout the course by setting up equipment, instructing all the participants in the use of the slide and filmstrip projectors and tape recorders, taking still pictures and handling the cameras for the videotaping. Each participant was thus able to select, examine and study from the daily changing assortment of audio-visual aids which had been brought for the course. In addition, there was an assortment of professional articles, books, charts, teaching aids which could be examined during scheduled workshop periods, and were then hung up for display.

Gradually the walls were covered with the projects and the sample didactic materials produced by the participants. These were additional to photographs and posters depicting life and education in Israel. Because there was a wide range of experience represented by the students, an attempt was made to identify some special common problems which could be discussed in small interest groups.

Site visits to different early childhood settings were incorporated into the programme. The participants had an opportunity to visit a minimum of two schools, and

utilized a number of observation tools that focussed on different aspects of children's development, thus enabling them to maximise the field experience.

Five groups were organized through which individuals would present lessons in different curriculum areas (math, language, science, music, art, social studies, safety) that were related to a central theme. This theme served as a centralizing focus around which activity-centered learning, appropriate for kindergarten children, could be planned. "Food" was selected as a central topic because in addition to being an item essential to health, it provides many possible sensory experiences and it reflects culture. Like Israel, the Philippines encompassed a diversity of cultures, language, dialects and habits. Thus the participants, who represented these differing cultures, were able to share their backgrounds through the medium of lessons about, and related to, food. They became even more sensitive to one another's heritage in this informal cultural exchange.

Presentations were followed by analysis and discussions, with immediate reinforcement for each presenter. It was fortunate that the kindergarten children of the University's Laboratory School were able to take part in the actual lessons. This peer teaching experience served to synthesize and integrate the newly acquired knowledge and skills with each person's previous know-how, and was acknowledged by all to have been meaningful, both personally and professionally.

* * *

PROGRAMME OF STUDIES

The overall programme was organized according to the following pattern:

I. Lecture-Presentation - entire group
   Seminar: Discussion, Reactions, Exchange of Ideas

II. Workshops: Developing Didactic Materials, Curriculum Planning - small groups
   Field Observations, Site Visits, Applications - small groups

III. Student Presentations: Group and/or Individual Discussion, Analysis, Evaluation

This pattern was adhered to with the daily inclusion of early morning didactic materials workshops, and participant-previewing of audio-visual materials, prior to the lecture presentations.

Day 1

1. EARLY CHILDHOOD EDUCATION
   Historical Perspective
   Theoretical Framework
   Kindergartens and Pre-Kindergartens Around the World

2. HOW CHILDREN LEARN: A CHILD DEVELOPMENT POINT OF VIEW
   Motor Development
   Cognitive and Adaptive Behaviour
   Socio-Emotional Development
   Language Development

Day 2

1. THE TEACHER'S ROLE

   The Teacher as a Person
   The Teacher as Observer
   The Teacher as Facilitator
   The Teacher as Planner

2. ORGANIZING THE ENVIRONMENT

   Planning the Physical Setting
   . Library Centre - Home Centre - Block Centre
   . Art Centre - Manipulative Materials Centre
   . Math Centre - Science Centre - Language Centre
   . Woodworking Centre - Listening Centre

   Mapping/Diagramming the Settings of Learning

Day 3

1. MANAGING GROUP PROCESSES: FUNCTIONAL PLANNING

   Preparing Daily Schedule
   Establishing Routines: Bulletin Boards, Work Play Charts

2. THE CURRICULUM IN EARLY CHILDHOOD EDUCATION

   Facilitating Language Skills and Concepts
   . Ways of Fostering Language Development
   . Ways of Fostering Prereading Skills
   . Working with Bilingual Children
   . Ways of Fostering Prewriting Skills

   Fostering Understanding of Mathematics
   . Number Concepts and Skills - Counting
   . Classification - Measurement
   . Ways to Foster Mathematical Skills

Day 4

THE CURRICULUM IN EARLY CHILDHOOD EDUCATION

Facilitating Science Learning: A Process Approach

. Observing - Using Space-Time Relationship
. Using Numbers - Measuring - Classifying
. Communicating - Predicting - Inferring

Ways to Foster Scientific Understanding

. Space - Time - Change - Adaptation
. Variety - Interrelationships

Social Studies for Young Children: Basic Concepts

. Self and Family
. Values
. Society
. Culture
. Goods and Services

Ways to Foster Social Learnings: A Look at Skills and Concepts, Preparing Activities related to Economics, Civics, History, Geography, Ecology, Anthropology

Day 5

CREATIVE EXPRESSION

Art

. Stage of Development
. Relationship to Other Curriculum Areas

Movement and Dance

. Kinesthetic Sensation
. Perceptual Motor Skills

Creative Dreams/Dramatic Play

Day 6

1. A THEMATIC APPROACH TO CURRICULUM DEVELOPMENT: INTEGRATING ALL THE CURRICULUM AREAS VIA A CENTRAL TOPIC

   . Food - Caring for Living Animals
   . Growing Plants - Weather - The Self - Going Places

2. WORKING WITH PARENTS AND THE COMMUNITY

   Communication with Parents

   . Meetings - Conferencing - Reporting

   Involving Parents in School

Day 7

CLOSING DAY

CERTIFICATE

Upon completion of the training course, the participants were awarded with a certificate confirming their attendance and active participation.

FIELD SITE VISITS

The following schools in Quezon City and Metro Manila cooperated by offering their school settings to course participants for planned observation in kindergarten classrooms:

Alberto Elementary School
Legarda Elementary School
Lumban Elementary School
Pleasant House Kindergarten
Poveda Learning Centre
Zamora Elementary School
St. Joseph's College
University of Santo Tomas

EVALUATION

There was both informal and formal evaluation. Concurrent with the daily activities there were discussions, analyses and evaluations of content, procedures and process. This was done in small groups, the total group, and on an individual basis. The opinion of the participants was that the course had met its objectives, and that the overall experience was a very positive one. However, a written evaluation form was submitted to each participant. In time, the University planners will make a report based on the answers in this evaluation instrument.

The subject of Early Childhood Education is high on the educational priorities in the Philippines. There is a current strong consciousness of its importance to communities and a strong push, at least in Manila, towards including kindergartens in the public schools. This may account for the enthusiasm and interest in this course on the part of the participants and sponsoring organizations.

There is considerable interest in Israel's home-based training programmes for mothers called the Home Instruction for Preschool Youngsters, known as the 'Hippy' Project, developed by Dr. Avima Lombard, and now functioning in eighty locations throughout Israel. There is a likelihood that there will be further contact between Israel and the Philippines regarding this particular endeavour.

* * *

At a Special Convocation on January 13th, the University of Santo Tomas awarded Dr. Lynn Sperber Jasik, Ed.D., an Honorary Professorship in the College of Education. Her closing lecture was on "First Steps Toward a Humane World - and the Early Childhood Education".

On the same occasion, an Award of Recognition of her work, was presented for Mrs. Mina Ben-Zvi, Director of the Mount Carmel International Training Centre for Community Services, to Mr. Moshe Raviv, Ambassador of Israel.

* * *

LIST OF PARTICIPANTS

N A M E	ORGANIZATION
Lydia BANOGON	Lourdes School, Kamlaon, Q.C.
Herminia DOLOR (Ermie)	St. Bridget's College, Batangas
Angelina G. ELIQUEN	Pre-Elem. Instructional Services, Balagtas Elem. School
Sr. Ma. Ofelia G. FERRER	Camiling Catholic School, Camiling, Tarlac
Cristina A. MACON	St. Bridget School, Q.C.
Alicia L. NARCISO	Sta. Isabel College, Manila
Mila PACIA	Povede Learning Centre, Edsa
Marina S.J. PANGAN	U.E. College of Education,
Luzviminda R. RAPE	Sta. Isabel College, Manila
Sr. Ma. Remedios YUMUL	Moncada Catholic School, Tarlac
Sr. Susana C. ALLIC	Concordia College, Manila
Clorinda C. CALINGASAN	University of Sto. Tomas, Manila
Nenita D. CAKALIPIO	" " " " "
Nelia A. DESEO	" " " " "
Sr. Mary Consuelo FERRER	Kapit-Bahay Community Centre
Catalina B. BACARES	" " " "
Raquel F. ESPINA	" " " "
Nanette Z. DUA	" " " "
Yolanda MANIKAN-PEREZ	Concordia College, Paco
Elizabeth VILLAROMAN	Baliwag Colleges, Baliwag, Bulacan
Lucy M. FELIZARDO	Kaunlaran Preschool, KMPC
Sr. Carmela GATMAITAN	St. Joseph's College
Nenita T. Dela CRUZ	University of Santo Tomas
Dr. Filemina P. VILLAR	" " " "